1. **Describe your Academy project as developed at the first roundtable. Be as detailed as possible about the issues it was intended to address as well as the content and strategies of the project itself.**

Our Academy project, as first envisioned, had two major parts. First, we wanted to improve the persistence and completion of students enrolled in the highest English and math remediation courses (Basic Writing II and Intermediate Algebra), advancement from remedial course work into gateway classes and successful completion of the two gateway courses (Composition I and College Algebra). Next, we wanted to specifically improve the achievement of African-American students in remedial and college level course work and programming with an emphasis on completion and persistence for African-American male students. We established two priorities and added support to address student success. Our interest was in improving course completion, course success, term to term and fall to fall retention and ultimately certificate and degree completion. Poster 1 shows the first effort mapping Bridges for Success, the PCCUA Quality Improvement Project in March of 2011. Poster 2 reflects a more detailed map which includes a flow process for the work. PCCUA has succeeded in implementing all aspects of the plan (See HLC-QIP Evidence File: Posters 1 & 2).

The Academy planning session resulted in a simple but clear pattern of work we needed to accomplish at the goals to improve gateway course completion.

Priority 1: Improve the completion and persistence of students in two "gatekeeper" courses (Freshman English I and College Algebra). This increased rate of success in Freshman English I and College Algebra, included the following actions:
1) Provided an in-depth college orientation prior to the academic year.
2) Established learning labs for students.
3) Provided professional tutoring in the lab or in another tutoring environment.
4) Provided professional development for faculty related to cooperative learning and embedded writing assessment in the general education core curriculum.
5) Explored various degree tracks (paths) which culminated in a certificate and/or degrees.

Participation in the Academy resulted in significant changes at PCCUA. One very important change was focused on the language we used with students. Faculty and administrators changed the term "gatekeeper" to "gateway" believing that this change in the terminology suggested a more positive emphasis on the work and the movement of students into College Algebra and Composition I.

This fall we experienced the third mandatory orientation of all students both new and returning. We know this has done much to strengthen the initial student, faculty, and advisor contact. Student evaluations indicate that students find this helpful and over ninety percent of the entering students rated it as excellent or good and ninety-six percent of the returning students rated it as excellent or good. Our Survey of Entering Student Engagement (SENSE), a product of the Center for Community College Student Engagement, reflected a positive change in outcomes

identified by students in 2013 when we offered our second mandatory orientation as compared to 2009 when we offered no orientation.

Learning labs were established as co-requisites for each developmental course level in math, reading, and English. The math and English labs are one hour and the reading labs are two hours in length.   In addition to these supplemental labs, PCCUA added two new mandatory courses: Student Success I and Student Success II. These Student Success classes are linked to the highest developmental writing course and Composition I. All of these additions required curriculum development and alignment, delivery redesign, and implemented alternative teaching strategies.

Within the context of course redesign and delivery, PCCUA implemented accelerated options for a faster pace moving through developmental education and gateway course completion. Two accelerated course pilots are available for students in math and English. The math pilot offers enrollment in Intermediate Algebra and College Algebra, concurrently, and the English pilot offers enrollment in Basic Writing II and Composition I concurrently. In addition, the College offers a reading and writing pilot program for students in Basic Writing I (lowest developmental writing course) and Developmental Reading (lowest reading course).

Both the English and math department have improved teaching and assessment alignment by developing departmental rubrics. These are helpful to non-departmental instructors for use in grading essays and writing assignments. The English Department implemented the use of two readers for the final essays written in both developmental and composition courses. Also, all faculty were asked to clearly identify student learning outcomes in the syllabus and emphasize these in the lessons. In the spring of 2015 we are asking faculty to include interventions available in the course taught which students may access to improve learning (tutoring, group study, study seminars, etc.)

PCCUA shares improved course completion rates, persistence rates, CCSSE and CCSSFE outcomes, and student satisfaction identified through responses from focus groups, faculty conversations, at data summits, at the HLC Annual Conference, and with other colleges. In addition, we share best practices identified by evidence based learning and professional development opportunities through newsletters, the Achieving the Dream (ATD) Best Practices Website, and through other venues.

The College commitment to tutoring is reflected through the implementation of the Students Taking Action with Resources (STAR) Center. This is a multi-purpose learning center with 20 computers, a tutor available to assist with any academic support need, and other kinds of services. This fall we will be operating similar centers on all three campuses.

PCCUA has had numerous cooperative learning workshops and other kinds of professional development (See Response to Question 3).

Priority 2: Improving the achievement of African-American students in college course completion and persistence with a focus on improving outcomes for African-American male students. PCCUA implemented strategies to improve the success of African-American students at PCCUA with a specific emphasis on improving outcomes for African-American

males. Activities included:

1) Mentoring, and
2) Focused Student Orientation.

As with Priority 1, PCCUA has share improved course completion rates, persistence rates, CCSSE, CCSSFE and SENSE outcomes, and student satisfaction identified through responses from focus groups with the HLC and other colleges. In addition, we have shared best practices identified by evidence based learning and professional development opportunities with faculty, at state, regional and national conferences, forums and websites (ATD Interventions). Successful strategies designed specifically to assist African-American males are being documented and evaluated for success.

PCCUA implemented Men Enrolling to Advance (META), a program designed to assist men of color through mentoring, positive role modeling, collegiality, and exposure to higher education by going on field trips and interacting with similar organizations at other colleges. Although we are not offering a different orientation for minority males, META is a visible organization at the College and at orientation the group had a recruitment table for entering students.

2. **Describe any changes that you made to the project – or that had to be made to it – other than personnel changes. What were the reasons for these changes? Did the changes improve the project?**

Our faculty saw a need for a pre-test at the placement level. Many faculty members believed that with just a little review and a stress on the importance of the placement test, student placement scores would improve. After piloting the COMPASS Review, the results far exceed what we had thought possible. Initially we placed students in classes based on their Compass/ACT scores and then provided a class period worth of review. On the second day of class, we re-tested all students. The results were amazing. Because of the success of that initial project, we now require all students to take a review 'pre-test' before taking the Compass placement test. We believe this provides a more accurate placement for our students, and in many cases, saves our students at least a semester in remediation. This research resulted in a more structured process of testing, placement and advising. PCCUA Test preparation, mandatory testing, and focused advising have several steps:

PCCUA TEST PREPARATION, MANDATORY TESTING, FOCUSED ADVISING					
Advising	When	Who does it?	Required?	Follow-up	Technology Component?
Compass Test Preparation	First Step	Lab Assistant	Yes	No	Computer
Compass Test	Second Step	Testing Coordinator	Yes	No	Computer

Placement	Third Step	Testing Coordinator	Yes	Yes	Computer Generated Report-face to face
Schedule Building	Fourth Step	Assigned Advisor/if possible	Yes	On-going	Face to face
Focused Advising	On-going	Assigned Advisor	Yes	On-going	Face to face

Initially the plan called for Freshman Advisors, but the emphasis seemed to change to 'developmental' advisors to deal with placement. We call them focused advisors.

Math under preparedness continues to be an issue for the college with many students entering the college with high remediation needs. We actively sought and received a Department of Education Title III Stem Grant which focuses on improving math instruction and delivery. This fall a team of faculty and administrators will participate in the Pathways to Progress Institute being implemented for all colleges in Texas. The primary focus of the institute is on math, especially emphasizing tracking and using data outcomes for analytics and projective analytics. We believe that tracking and analyzing is critical to identifying the kind of risks students face and possible interventions which support student learning.

Initially, we had planned on implementing the pilot programs at the same time. However, during the HLC-QIP planning process it became evident that the English Department faculty were ready to implement a pilot program but the math department faculty were not ready to implement the math pilot.

The College changed Assessment process moving from the concept of one assessment committee to the use of a Data Team and Core Team to address institutional and program assessment and requiring departments to post and share in forums, changes made based on assessment outcomes.

Based on faculty skill analysis and data related to students acquiring an Associate in Applied Science degree, the college added an applied technical math course which met the math requirement for students receiving that degree. College Algebra remained the minimum math course required for students receiving an Associate of Arts or an Associate of Science degree.

3. **What have you achieved as a result of your work in the Academy? Consider the range of these achievements, from the very specific (development of a rubric) to the more general (outcomes-based curriculum approval processes). To what degree have these achievements been institutionalized?**

Perhaps the largest changes have taken place in student support services. We have added a mandatory orientation for all students (returning and new) which takes place each fall before the semester begins. We have added student success coaches and had intensive advisor training.

We have had an institution-wide professional development session regarding strategies for students with disabilities. This session included all faculty members and many members of the professional staff. We have held cooperative learning workshops under the direction of Greg Hodges, and approximately 65% of all faculty have attended one or more (a series of three workshops has been offered) of these workshops. Several members of the English and reading department have attended workshops offered by Peter Adams; our combined developmental English and Composition I classes were modeled after his ALP program, and our lowest level developmental writing class and lowest level reading class combination came about as a result of his workshop. Recently, Dave Sobecki spoke to a group of math educators regarding his innovative approach to teaching 'math in our world'.

PCCUA focused on a very specific priority when we began the QIP process it was to move students from developmental education through gateway courses. The College has increased the number of students succeeding in College Algebra and the percentage of students succeeding in both Composition I and College Algebra during the three years in the Academy. This project was designed as a first step in increasing college completion. Interestingly, although credential attainment was not the goal of the Priority I and 2 interventions, these practices have helped improve overall degree completion which is reflected in an upward trend. PCCUA has worked diligently to make completion a top priority. The College's 2011 data reflected a 25% completion rate for 150% time and a 30% completion rate at 200% time. The College 2012 data reflected that 17% completion rate for 150% time and a 23% completion rate at 200% time. The College 2013 data reflected a 25% completion rate for 150% time and a 29% completion rate at 200% time. The 2014 IPEDS data will be available in 2015. (See HLC-QIP Evidence File, Table 1: IPEDS College Completion Rates)

Faculty have been engaged in the QIP, and the College recognizes that they are critical to improving student learning. As a college, PCCUA is striving to improve, to get better, to maximize all capacities. The Academy has connected us to a network of colleges that value what we believe is important in education-student success. Most Quality Improvement Plans within the Academy focused on a wide range of higher education concerns. Meeting regularly to discuss projects and learning with educators from other colleges has been valuable to us as we progress with our work. Thanks to very personal connections formed with people from other colleges we have been able to seek out others within the Academy doing similar work. We have increased our knowledge and use of evidence through qualitative and quantitative analysis, and formative and summative evaluation.   Much of this was because we had a level of accountability and were required to report our progress frequently. The HLC mentoring has also been helpful as we moved through the QIP process. We had two people observing and critiquing our work to help us improve the process and/or the outcome.

In 2012 we were selected for special recognition based on our work reflected in recognition by Achieving the Dream as a Leah Meyer Austin Award finalist and given special recognition status. In 2013 the American Association of Community Colleges recognized us as one of five finalists for the Student Success Award. This special recognition has given us a positive public image, and often colleges call us to ask for assistance with student success work. PCCUA data outcomes, discussions, and sharing the stories that the data reveals have improved student learning and created a student centered environment. We have always seen sharing best practices

as an opportunity and whenever we have shared with people or institutions, we have learned something new from that encounter. That is why the Academy has been so important to us. Our participation has allowed us to grow as a college.

4.   What effect has your time in the Academy had on institutional commitment to the assessment of learning on campus? How broad is that commitment? How has institutional capacity for assessing student learning changed?

Participating in the Academy reconfirmed and strengthened our commitment to assessment at the course, program and institutional level. The structure of assessment at the college has changed. We moved away from the committee model to a more effective model of assessing all aspects of the institution. We now use a Data Team responsible for reviewing data outcomes at the course, departmental and institutional level. The team have certain individuals that drive the work but any person can be part of the team. The Core Team works with the Data Team and identifies strategies, modifications, other work related to student learning. Some people work on both teams. To encourage overall ownership for the work, the Data Team often asks a faculty member not actively engaged in the work to lead a data discussion. This has led to a positive reaction when data is shared.   Through the traditional assessment committee structure, PCCUA had institutionalized assessment as an as an effective departmental tool for change. However, that model never worked well for overall college assessment. The Director of Institutional Effectiveness gathers course and departmental assessment which is conducted by faculty working with department chairs and deans. Not only are outcomes posted and shared with others at the college, but departments/divisions are required to share how the assessment outcomes are being used for changes.

Faculty Inquiry Groups have initiated data driven discussions in both English and math. As a result, these inquiries helped teachers investigate student learning and make a conscious effort to be more collaborative. Recently instructors in the social sciences have worked to tie their learning objectives to assessment. Our tracking has become stronger and decision making has been based on evidence we see.

PCCUA has adopted five core indicators which we use to assess student progress. We frequently share and track outcomes related to these indicators with all stakeholders (faculty, administrators, staff, students) through newsletters, the Web and other ways.   After joining the Academy the Data and Core Team process which evolved at the college was widely discussed with faculty. (See HLC-QIP Evidence File, Chart 1: Assessment and Improvement).

Program Reporting Data (ADHE-productivity) is also part of the data gathering, analyzing, and dissemination process used for assessing and decision making. It usually focuses on enrollment, grade distribution, "W" and "EW" rates, success in the next course in a sequence, course and program completion, course repeating, success with transfer or job placement. All programs provide assessments for student learning. These are submitted annually and posted to the Assessment and Institutional Effectiveness page. http://www.pccua.edu/assessment/

One important priority has been in improving the performance outcomes of students in remedial education courses. PCCUA also tracks course and assessment data. This includes question success, test and course review success, test item analysis, cross section writing analysis (used in the English Department), and other methods.

5. What effect has your Academy work had on student learning?

PCCUA has learned that a lot of things matter to students. Connection to the college, support for student learning, and assistance with college completion matter to our students. During the last three years we have begun the process of pulling data to identify if certain strategies we have implemented work. We have become more focused on identifying "at risk "students comparing their behaviors to those more likely to succeed.   We have also learned that many factors impact student success and completion for both the "at risk" and typical student (if there is such a thing).

When we first began our Academy work, we looked at "W" (student withdrawal) and "EW" (instructor withdrawal of student because of absenteeism) patterns in the classroom as a way to assess who completed and who completed successfully. However, somewhere in the QIP process we began questioning the "W" and "EW" patterns as these relate to individual success and asking questions about what actually happens in the student learning process.   Not only within the math and English departments but college wide, we began looking at "W" and EW" and other grades, credits earned, and services students were receiving which might impact success at the course and program level. We have begun examining patterns of attendance, student completion timelines, student to student interaction, Pell and other scholarship assistance, participation in special programs like Career Pathways and Student Support Services, and focused advising.

We have held faculty conversations led by the PCCUA Data Team discussing the use of short and long term indicators related to tracking course and program outcomes. Institutionally the Data and Core Team which drive College wide assessment and planning, have made better decisions, we have become more efficient about aligning initiatives, and we have increased the capacity of resources available to improve student success.

This learning has resulted in an interest in realigning policies and practices at the institution so that we are student learning and success oriented in all of our practices. We are using the QIP data as a baseline for more work related to find out if certain student support is more effective in assuring student success than others. We are asking faculty to identify in the syllabus the first critical assessment, and we want that assessment of learning to be given no later than the fourth week of the course (or earlier in on-line or short courses). We are asking them to explain interventions to students on the first day and to remind them after the first assessment that they can receive help if they are having difficulty with the material. PCCUA faculty have been receptive to this and most helpful leading data discussion and sharing "best practices" so that faculty actually are learning from each other about what is working and what isn't.

The faculty inquiry has moved from reporting outcomes to course queries about the outcome and strategic departmental queries and analysis.   Some of this has led to forecasting the outcome of

interventions but also in identifying, at the student point of entry, what kind of help a student might need.

The greatest institutional imperative we face is to raise the analytic skills of faculty and administrators. We have one institutional researcher, and the only way we will increase our capacity to understand assessment outcomes, learning, and other important concerns related to learning is to engage more people examining and understanding the patterns of evidence in the student learning outcomes. This will allow the instructor and the college to take action and make decisions about interventions (course, program, or college support level). We have learned we can change patterns which result in a negative impact on student learning or implement better more effective strategies, examine the outcome of newly implemented strategies over a period of time to determine effectiveness, and positively impact student learning. This is very important in moving the institution toward improving student success.   The HLC-QIP has helped us begin this process by focusing attention on the learning outcomes and holding us accountable for our project findings. Although this is the final report, it is clear that the College still has much work to do.

6. **What concrete evidence do you have to demonstrate the effects that you described in questions 3-5?**

We have concrete evidence that we have met our goals for Priority I. However, after careful examination we realized we had so much more work to do to move students through developmental education and through college course work to completion (See HLC-QIP Evidence File, Table 2: Writing Performance Outcomes; Chart 2: Writing Performance Outcomes Chart; Chart 3: Persistence of Lowest Remediation Cohort in Writing-Example of Tracking; Table 3:Math Performance Outcomes; Chart 4: Math Performance Outcomes Chart; Chart: Persistence of Lowest Remediation Cohort in Math-Example of Tracking;).

Basic Writing II and Composition I
The Data and Core Teams examined the Writing and Composition data and discussed it with the English faculty (developmental courses for writing are part of the English Department). Observation of the overall data yielded much information which has influenced decision making:

- Movement from EH 1023 through EH 113 has improved since the interventions were implemented.
- EH 1023 enrollment had a decrease in completion rates which may be explained by increased "W" grades (student withdrawals) and "EW" grades (faculty withdrawals based on absenteeism).
- More students are advancing to Composition I and more are successfully completing reflected in an upward trend line for 2011-2014 and in the percentage rates. **This was our goal**.
- While compiling data for the HLC-QIP outcomes we examined the outcomes for the lowest Basic Writing Course, EH 1013.

- Movement from EH 1013 to EH 1023 did not improve. This group received no interventions specific to their courses. These outcomes suggest that perhaps this group does need to be provided interventions similar to the Basic Writing II group.

In an effort to discover more about entering cohorts, the Institutional Researcher and the data Team have begun analyzing cohorts differently. This effort is designed to learn more about what is happening to the cohort and why we are losing so many students at the lowest level.

The Pilot in Writing allowed students enrolled in EH 1023-Basic Writing II to concurrently enroll in EH 113-Composition I. Discussions about the Writing II and Composition I data outcomes included the following observations:

- The English pilot group's completion rate is slightly lower, but the success rate is much better than for students in EH 113 who are not part of the pilot group. This might suggest we need more accelerated options.

Intermediate Algebra and College Algebra

The Data and Core Team examined the Intermediate Algebra and College Algebra data and discussed it with the math faculty (developmental courses for math are part of the Math Department). Observations of the overall data yielded much information which has influenced decision making:

- MS 1123 students show a somewhat flat trend line for completion and success.
- Some of the MS 1123 students may actually be choosing to enroll in MS 143, Technical Math which was established in Fall 2012.
- More students are enrolling in College Algebra and more students are completing College Algebra. This is reflected in an upward trend line. **This was our goal.**
- Although numbers enrolled in MS 143, Technical Math, are low (probably because it is a new course) most who are enrolling are completing and the success rate is increasing.
- The MS 143, Technical Math course has higher course completion and success rates that MS 1123, Intermediate Algebra.

The Pilot in math allowed students enrolled in MS 1123- Intermediate Algebra to concurrently enroll in MS 123-College Algebra. Discussions about the pilot data outcomes included the following observations:
- Completion rates are slightly lower than total population but the success rate is significantly higher. Students in the MS 1123 and MS 123 pilot are succeeding through College Algebra at a higher rate.
- Students in the MS 1123 and MS 123 pilot are succeeding through College Algebra at a higher rate.

Other Discussions about the Data Include the Following Observations:

- The Data and Core Teams observed a similar phenomena in all the data. In both the English and math courses many students received a D, F, W, or EW and did not re-enroll.

This could be explained by a higher use of EW grades by faculty because of student absenteeism. We are planning to investigate this further.

- In the fall of 2012 Technical Math-MS 143, was added as a math completion option for students desiring a technical certificate or an Associate of Applied Science degree. The completion and success rates show an upward trend for students who have enrolled since its implementation.

Priority 2 Findings

All activities implemented to improve Priority 2 are in place. The College performance data is really inconclusive at this point because specific strategies targeted to African American males had not been implemented early enough in the project to establish a trend line. We do have concrete evidence that the campus climate for African American males has improved. In 2012 the Community College Survey of Student Engagement (CCSSE) reflected that African American males felt less comfortable at PCCUA than other groups in every category benchmarked by this survey in the spring of 2014. The 2014 survey outcomes reflect that African American males indicated much higher ratings for the College. When comparing the CCSSE outcomes for 2014 to outcomes in 2012, student perceptions regarding the five areas measured improved: Active and Collaborative Learning showed a 16% increase, Student Effort showed a 6% increase, Academic Challenge showed a 7% increase, Student-Faculty Interaction showed a 13.1% increase, and Support for Learners showed a 12% increase. Our Survey of Entering Student Engagement (SENSE) reflects the same kind of changes when comparing 2013 to 2009 data, student perceptions regarding the six areas measured improved: Early Connections showed a 1% increase, High Expectations showed a 20% increase, Clear Academic Plan and Pathway showed a 16% increase, Effective Track to College Readiness showed a 10% increase, Engaged Learning showed a 12% increase, and Academic and Social Support and Network showed a 24.7% increase. The recent CCSSE and SENSE outcomes suggest that we are doing a much better job of making positive impressions on African American males.

Much of the work focusing specifically on African American males began in the Spring of 2013, it is unlikely that we will see the results of this effort for another year or so. The specific interventions have not been in place long enough. (See HLC-QIP Evidence File, Chart 6: Performance Outcomes for Credential Attainment Based on Race; Chart 7: Performance Outcomes for Credential Attainment Based on Race and Gender).

The first strategy was to implement a male mentoring program. That organization is called Men Enrolling to Advance (META). It has been quite popular. As members of this group, students are required to dress professionally on certain college days, make field trips to colleges and business, and work with male mentors. The organization has affiliated with a University of Memphis organization for African American males. Guest speakers are invited to the student led meetings. The students plan the activity schedule for that group. The College identifies other colleges for field trips, allowing the students to travel to a variety of four year colleges. During special events like orientation and College Day, the organization has had a booth and they share information. These young men have also been used as college ambassadors for special community functions and at times when community volunteers are needed. The group has been active and are tracking its impact on African American male retention.

The second strategy is a Focused Student Orientation for African American males. PCCUA is so small that we have opted to use META to do a focused session for African American males attending PCCUA. This is the first year that this has been implemented, but it has been well received by students.

The evidence for Priority 2 has not shown that the gap among African American student has been reduced. When white students showed an strong upward trend (the highest point has been our second year in the Academy), the performance for African American students has increased or decreased at about the same rate. However, we have not been able to reduce the gap. (See HLC-QIP Evidence File, Chart 6: Credential Attainment within Four Years [most PCCUA students graduate at 150-200% time because of high entering student remediation rates]).

When the data is disaggregated based on race and gender, the data reflects that African American females are completing at a slightly lower rate than white students. However, African American students are not completing a credential as quickly. We believe that the data outcomes may have looked differently had we been able to implement the mentoring strategy earlier. PCCUA is a small college, and we felt that we could not handle all activities at one time and that we needed to phase in the strategies designed for our HLC-QIP. We also felt that the strategies implemented for all students would prove helpful to African American students and result in reducing the performance gap. PCCUA has had declining enrollment issues which have forced the college not to refill certain faculty positions when individuals retire.   This means that we have fewer people to do much of the work.

Overall Findings

PCCUA did succeed in its objective for Priority One which is to increase student success and movement from the highest developmental course through the highest gateway class in math and English.

Important Learning from the Data Discussion and Analysis

- PCCUA needs to provide more accelerated options for students in remedial courses.
- The College may explore daily nine week courses which allow students to complete two developmental levels in one semester.
- Post COMPASS testing based on instructor recommendation to see if some students could skip a course in the developmental sequence may be a good option for a few students.
- The College needs to do more cohort analysis and student entry projections.
- The College needs to continue to strengthen its strategies to assist African American males with attaining a credential.

In the process of collecting data for the QIP, we began using more sophisticated data collection and analysis techniques.

These techniques forced us to delve more deeply in the data analysis to determine what is taking place in the learning process. We came up with lots of questions. A new tool has allowed us to

track cohorts and identify what happens to groups within the cohort. It is our plan to continue to develop the process so that we can gain a better understanding of why a student does not re-enroll, what we can do to assist student in the learning, and how we can provide the support services or interventions which increase the likelihood of success

7.   What do you see as the next logical steps for continuing the work you have begun in the Academy? In particular, what new student learning initiatives do you see developing from your Academy work, and how will you sustain the energy and momentum of your Academy work?

The HLC-QIP does not really end. The work we are doing requires both formative and summative evaluation. At the end of each semester, the Data and Core teams gather and review outcomes. Outcomes are shared with individual departments, and some data is shared with the entire College. This is critical to monitoring and adjusting strategies and the scope of work as we move through the improvement process.   In some ways, this report is a summative look at the work we have accomplished and what we need to do to make sure that what we haven't accomplished can be a major focus. Because our capacity to do work is small because of our size, we work hard to strategically align initiatives so that all efforts fit into the institutional priority of student success. We are fortunate to have four initiatives which will help sustain the work of our HLC-QIP: The Working Family Success Network (we are the lead college for four Arkansas community colleges, one of four states nation-wide selected and funded to pilot this program) the Pathways to Progress New Mathways program (we are one of five community colleges in Arkansas invited to join this Texas statewide math program), and the Arkansas Guided Pathways (we are one of five community colleges in Arkansas who have been invited to pilot this program).   PCCUA has also received a USDE Title III STEM grant which we feel will improve our math and science departmental infrastructure.   Finally, we are institutionally engaged in improving tracking and data analysis for the PCCUA Data Team and all faculty.

The Working Family Success Network (WFSN) has provided us with support administered through Achieving the Dream and funded through the Lumina Foundation, Annie E. Casey Foundation, the Kresge Foundation, the WF Kellogg Foundation, the MetLife Foundation, and Bank of America. This program will allow us to bundle support strategies to our students. Through this effort, we will be helping students develop Individual Career Plans (ICP). The College wants to tie this intake career plan to a student's proposed course of study and use it to help with the logical completion of a degree. This will be accomplished with multiple supports. With an initial survey, we hope that students can define needs and that their instructors would participate in early intervention/assessment. By getting faculty members on board with the early assessment and then the implementation of a strategy, we hope to have increased student success. The strategies will include the use of the STAR Center (for student tutoring/learning), in course tutoring, cooperative learning, and study groups. Our entire campus is reading *Make It Stick: the Science of Successful Learning* by Brown, Roedigger, and McDaniel and having group reading discussions to help faculty discuss and share learning techniques.

PCCUA has used a common reader for several years, and it has proven to be an effective way to encourage open dialogue about issues related to poverty, race, and student learning.

The New Mathways Project is being developed as a statewide reform effort through a unique joint enterprise between the Charles A. Dana Center and the Texas Association of Community Colleges (TACC). In 2012, the presidents and chancellors of all 50 Texas community college systems agreed to support this collaboration, which calls for reform of developmental and gateway mathematics programs based on the NMP principles. Texas has invited five Arkansas community colleges to participate, and we are one of those colleges.

The Principles of the New Mathways Project (NMP) Model: 1) Multiple mathematics pathways with relevant and challenging content aligned to specific fields of study; 2) Acceleration that allows students to complete a college-level math course more quickly than in the traditional developmental math sequence; 3) Intentional use of strategies to help students develop skills as learners; 4) Curriculum design and pedagogy based on proven practice

PCCUA has also been invited to participate in the Arkansas Guided Pathways program. Guided Pathways requires institutions to fundamentally rethink their academic programs and support services in light of guided pathways design principles. While there is no best way to go about this, it is clear that for guided pathways reforms to be successful, broad-based communication, engagement and collaboration—both within the institution and with outside partners—are critical.

Phillips Community College of the University of Arkansas received a Title III Part F STEM grant for the period beginning October 1, 2013 and ending September 30, 2018. The project is titled, "Increasing STEM Success and Enrollment." Grant activities include faculty development, course revision, academies support, advising services, STEM directions summits, STEM summer academies, student research projects, learning inquiry and facilities renovation. Year One's focus is STEM classroom renovation and math design and development; year two Physics lab renovation and Life and Physical Science design and development; year three Chemistry lab renovation and Chemistry design and development, year four, Computer and Renewable Energy Technology design and development; and year five summative evaluation and pilot completion.

All of the previously mentioned initiatives will help sustain the work of the HLC-QIP; all of the initiatives are complementary and will help us with our ongoing efforts toward improving student success.

Data tracking and analysis will continue to be a focus for the college. We believe that through professional development of the College Data Team and with the help of other faculty not serving on the Team, that we will increase our capacity to better understand what we do and to make more efficient, effective and learning focused decisions so that our students are the beneficiaries of these efforts.